

TEACHING ARTIST ROSTER 2015-16



MISSISSIPPI ARTS COMMISSION

TEACHING ARTIST ROSTER

2015-16

MISSISSIPPI ARTS COMMISSION
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MISSISSIPPI ARTS COMMISSION

2015-2016

Teaching Artist Roster

Teaching Artists (TAs) are practicing professional artists and/or arts educators with the complimentary skills and knowledge of an educator. TAs teach and integrate their art form, perspectives and skills into a wide range of settings, while effectively engaging and collaborating with diverse learning communities.

Artists interested in participating in the Teaching Artist Roster program must apply to the Mississippi Arts Commission. Applications go through a thorough review process, including an evaluation by a panel of arts presenters, educators and fellow artists. Please refer to the Teaching Artist Guidebook and the Mississippi Arts Commission's website at www.arts.ms.gov for assistance.

THESE ARTISTS:

- Provide arts learning opportunities aligned with the Mississippi Department of Education's (MDE) Visual and Performing Arts Frameworks for diverse learning communities.
- Make connections between the arts and MDE's K-12 academic content standards
- Collaborate with classroom teachers, arts education committees or community arts organizations.
- Work with teachers (through professional development) and students (through arts-integrated, hands-on lessons) to address specific academic needs or issues.
- Support efforts to integrate arts learning into other learning communities and/or content areas.
- Assist in continuing arts education programming and building sustainability through sharing strategies, techniques, and curricula.

SCHEDULING A TEACHING ARTIST

Organizations or schools that are interested in lessons, workshops, residencies and/or courses offered by teaching artists must contact the individual directly. While MAC staff can provide some advisory assistance to organizations that are planning an event, all agreements between a teaching artist and a presenting organization are the responsibility of the presenter.

GRANT SUPPORT FOR PRESENTING TEACHING ARTISTS

MAC supports the presentation and collaboration of teaching artists through its Minigrant Program. Non-profit organizations (with IRS 501 c 3 status), schools, and other local government entities can apply for funding to support up to half of a teaching artist's fee (up to \$1,000).

In addition to the artists on MAC's rosters, organizations may also apply for a Minigrant to present an artist who is a member of another directory of professional artists. The program must have an adjudication process in place that reviews the artistic quality of the applicants. Some examples of eligible listings include the roster programs of other state arts agencies, regional arts organizations, or a professional artist organization like the Craftsmen's Guild of Mississippi.

The Minigrant program has two annual application deadlines, June 1 and November 1. Organizations may also apply for MAC Project Grant funding to support teaching artist residencies. Project Grant annual deadline is March 1. The full guidelines and application form for these programs are available on MAC's website.

DEFINITIONS OF TEACHING ARTIST OFFERINGS:

A WORKSHOP is defined as an instructional experience of at least one hour for various learning communities, i.e. educators and students.

A RESIDENCY is defined as a series of planned instructional experiences for various learning communities that take place over time.

A COURSE is defined as a series of planned professional development experiences for educators that take place sequentially.

Dance	Theatre/ Storytelling	Visual Arts & Crafts	Music	Creative Writing
Erin Mulligan	Carrie Sue Ayvar Patricia Carreras Dance A Story Althea Jerome and Kathryn Lewis Doris Jones Sherry Norfolk Richelle Putnam Terrence Roberts Peter Zapletal	Rick Anderson Pam Beagle-Daresta Chuck Galey Tom Harmon Gail Morton Kay Thomas Markus Tracy Kim Whitt	Amy Lott Elaine Maisel	Sarah Campbell

The Artists:



RICK ANDERSON

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Clinton, MS

Anderson is a nationally acclaimed award-winning professional artist, retired arts educator, (K-12 and adjunct art instructor), children's book illustrator, and motivational speaker/presenter. He offers many artistic and educational opportunities for schools, libraries, arts councils, and literary events from breakout sessions to Young Author Fairs to keynote presentations. He has presented to hundreds of schools throughout the US and Germany promoting literacy through book illustration, studio art workshops, and arts education conferences. His pencil, pen/ink, and painting/2Dimensional mixed media workshops are very popular with art councils and art organizations. His art can be seen in galleries, and art festivals in Mississippi and throughout the U.S.

WORKSHOPS AVAILABLE:

Title: *Want to master the fine art of pen and ink drawings? Now you can.*

Description: This hands-on drawing workshop will introduce you to the fine art of drawing techniques using pen and ink. With practice and Rick's guidance you will become more confident and proficient in the elegant medium. Employ expressive techniques, including: hatching, cross-hatching, scribbles, and other mark-making. Learn to use pen and ink to draw various items, such as water, sky, foliage, and buildings. Paint transparent watercolor over one or more of your drawings to emphasize key areas and add dimension. For inspiration, Rick shares famous pen and ink drawings by master artists and illustrators. Begin each day

with drawing exercises, before the demonstration of pen and ink techniques. Create several drawings of still-life set-ups, landscapes, and other subjects of your choosing. Expect to create one or two finished drawings by the end of the workshop. Contact Rick for details and a list of materials

Targeted towards:

Arts Specialists/ Visual Art: K-12
Teaching Artists/ Visual Art: K-12

Title: *Art Across the Curriculum*

Description: This hands-on workshop is designed for classroom teachers to receive professional training in visual arts strategies to enhance learning in reading, math, science, social studies, and language arts. Rick's workshops are aligned with research-based national and state curriculum standards and strategies. This is a hands-on "Make and Take" workshop. Participants will create art projects they can use in their classroom during their own arts-integrated lessons.

Targeted towards:

Teachers in grades: K-12
Administrators for: Elementary and Secondary Schools
Arts Specialists/ Visual Art
Teaching Artists/ Visual Art

Instructional time: Negotiable

Maximum number of participants: 20

Title: *Using Caldecott and Newbery Award Winning Books as Springboards for Writing & Drawing Activities*

Description: Participants will bring a favorite Newbery and/or Caldecott book to this session to use as reference to create a "mini" book. Through a creative process of word selection, each book title will be different. Writing the manuscript, based on the title, will require higher order thinking skills. It can be written as poetry, free verse, or prose. Roughly drawn illustrations will include the book cover, and a minimum of three additional sketches. Teachers can use this workshop as a model for their students to write and illustrate their own picture book.

Targeted towards:

Teachers in grades: 2-12
Administrators for: Elementary, Middle, & High School
Arts Specialists/ Visual Art
Teaching Artists/ Visual Art

Instructional time: Negotiable

Maximum number of participants: 20

Title: *Using Picture Books with Reluctant (struggling) Readers to Become Lifelong Readers*

Description: Referencing a variety of research-based studies, participants will learn how struggling readers can find success through well-written fiction or non-fiction picture books, like Hi-Lo (high-interest, low-read-

ability) books that provide a comfortable, low-pressure approach that are positive for students reading below grade level. Using the information presented as a reference, participants will begin to create one or more books that they can use in their classroom that will help reluctant (struggling) readers begin their journey to become lifelong readers.

In this workshop participants will:

1. Define who may be a reluctant reader
2. Learn how reading aloud to students helps the reluctant reader
3. Learn how parents are reading role models for reluctant readers
4. Learn how to select appropriate books for the reluctant reader
5. Learn how Hi-Lo Books are positive for students who read below grade level
6. Begin to write and illustrate a book(s) that can help a reluctant reader

Targeted towards:

Teachers in grades: 3-8
Students in grades: 3-8
Administrators for: Elementary and Middle Schools
Arts Specialists/ Visual Art
Teaching Artists/ Visual Art

Instructional time: Negotiable

Maximum number of participants: 20

Title: *Arts Integration in the Classroom using iPad Digital Technology*

Description: This hands-on workshop is designed for classroom teachers to receive professional training using art apps with the iPad, to model visual art strategies and enhance learning in reading, math, science, social studies, and language arts. Participants will learn how to acquire basic visual arts skills to include, but not limited to, drawing on the iPad, integrating color, creating good design, layering properties, creating a digital art gallery, saving and printing images.

Targeted towards:

Teachers in grades: 3-12
Administrators for: Upper Elementary to High School
Arts Specialists/ Visual Art
Teaching Artists/ Visual Art

Instructional time: Negotiable

Maximum number of participants: 20

**CARRIE SUE AYVAR**

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Bilingual storyteller Carrie Sue Ayvar connects people, languages and cultures through

her stories that flow effortlessly between Spanish and English. An award winning storyteller, teaching artist and Chautauqua Scholar she is Kennedy Center and Wolftrap trained. She is dedicated to preserving and promoting the art of storytelling and reinforcing its curriculum connections. Carrie Sue delights in sharing her insights through workshops and residencies for students and teachers, often developing arts integrated programs for schools and community centers. Her programs range from one-woman historical presentations that make history jump off the page, to participatory multicultural folktales and stories in Spanish and English and professional development workshops for teachers and school residencies. For over 30 years, she has performed at schools, parks, libraries, community festivals and museums.

WORKSHOPS AVAILABLE:**Title: *Lighting the Way to Learning*****Description:**

Spark the imagination, encourage life-long learning and incorporate the art of storytelling into your lesson plans! A good story can entertain and teach at the very same time. Storytelling not only imparts information but also commands students' attention, enhancing visualization and creativity as images are created in the mind of the listener. Discover effective strategies for using voice, gesture and body language to communicate. In this workshop participants will learn strategies to integrate the Art of Storytelling with Common Core Standards, be able to lead storytelling activities that connect to MCCRS Standards, and specific techniques and arts integrated activities ready to take back to the classroom and leave with at least one story ready to share.

Targeted towards:

Teachers K-12, Teaching Artists

Instructional Time: Three versions available –

1 hr., 90 minutes and 3 hr. intensive.

Maximum number of workshop participants: 50**Title: *Tag You're It! Teaching Kids To Tell***

Description: This participatory workshop blends edu-

cation and fun. Students learn basic storytelling & performance techniques. Storytelling not only imparts information but instills a love of language and stimulates the imagination. Nothing can be created until it is first imagined. Students who tell a story find it easier to create and describe details in their writing compositions. Neuroscience research shows us that narrative – story – is the best means for passing on factual information because the people and events are long remembered when communicated this way. Students learn communication, problem solving and creative thinking skills as they learn to compose and express their thoughts.

Targeted towards: Students 2-12**Instructional Time:** Two versions available –

1 hour or 90 minutes

Maximum number of workshop participants: 35**Title: *One World, Many Stories***

Description: Learn how to travel around the world and still make it back in time for School dismissal! Get inspired to explore and preserve your own cultures while helping respect the differences of others. In this hands-on workshop, participants learn the art of selecting, developing and telling multicultural stories. Each participant will leave with at least one bilingual (Spanish/English) story ready to tell.

Targeted towards: Students K-12, Teachers, K-12, Teaching Artists, Administrators for K-12

Instructional Time: Two versions available –

1 hour or 90 minutes

Maximum number of workshop participants: 35**RESIDENCIES AVAILABLE:****Title: *Three R's of Early Childhood Education: Rhyme, Rhythm & Repetition***

Description: Connect early childhood curriculum goals with developmentally-appropriate performing arts skills in this classroom residency. Nursery rhymes are short, patterned stories that help our children learn phonological awareness, language proficiency and essential math skills like pattern and sequencing, counting and more! The rhythm and steady beat of nursery rhymes actually helps brain development and supports language, literacy as well as fine and gross motor skills. Whether learning another language (think Frère Jacques!) or learning social skills the 3 R's - Rhyme, Rhythm & Repetition - ensure that the lessons are engaging and long remembered. It is designed to incorporate professional development into each classroom session ensuring that each teacher will get hands-on experience and a wealth of performing arts techniques to use in their daily routines.

Targeted towards: Students and Teachers Pre-K - 2

Instructional Time: 5 days
Maximum number of students: 22

Title: *Creative Connections: Personalized Classroom Residencies*

Description: With almost 30 years' experience as a teaching artist, I have designed and developed classroom residencies that support curriculum, state standards and each classes' individual needs. These have ranged from Character Development, to Dual Language Storytelling, to Holocaust Studies, to Poetry, to Full STEAM Ahead (adding the A(Arts) to STEM (Science, Technology, Engineering, Math) to make STEAM) and so many more. Together we can design a residency to meet you and your student's specific needs.

Targeted towards: Students and Teachers Pre-K - 12

Instructional Time: Varies

Maximum number of students: Varies



PAM BEAGLE-DARESTA

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Atlanta, GA

Beagle-Daresta has been a practicing artist/teaching artist since graduating from the Ringling College of Art and Design in 1970. She is an adjudicated

teaching artist with the Georgia Council for the Arts, the Mississippi Arts Commission, the South Carolina Arts Commission, Young Audiences of Atlanta GA and St. Louis MO, and the High Museum of Art, and the "I See Literacy" program. These affiliations have created teaching experiences that span art communities, art centers, museums, and K -12 schools. She is certified in Discipline-Based Art Education through the Getty Center, Talents Unlimited, training in art therapy and Bernstein's Artful Learning. Her residency and workshop offerings include printmaking, papermaking, book arts, murals and installation sculpture. The programs address core curriculum through the art form, affirming and deepening learning. She created and implemented a core curriculum integrated art curriculum for K - 8th grades at St. Joseph's School, where she was the Artist in Residence for nine years. She is a featured professional development presenter for school systems and arts organizations, creating teaching artist/classroom teacher trainings. She continues to create art that is informed by her life experiences and the paths she encounters as a teaching artist. Her exhibit, Wanderings and Wonderings, features 50 mono-prints on handmade paper. She also participated in

the Atlanta Printmakers Studio print exchange Ex Libres.

WORKSHOPS AVAILABLE:

Title: *Learning with the Masters*

Description: Observing works of art through Visual Thinking Strategies starts the entry point to this workshop's inquiry-based learning process. Background stories on the featured works and the artists makers will be shared so teachers acquire a comfort level. Integrated art activities, materials/classroom management strategies and art making processes will be demonstrated. The offerings will be discussed in a manner that directs teachers in creating their own lessons and projects.

Targeted towards: K-8th grade teachers & art specialists

Instructional time: Introductory workshop 1 hour 30 minutes. Focus workshop 3 hours per workshop

Maximum number of participants: 30

Title: *Curriculum Content, Book Formats that Invest the Student Maker in Learning*

Description: The artist will present several formats made with readily available materials. The formats utilize size, shape, and color to help students organize and understand most curriculum content units while developing fundamental art skills and tool use.

Targeted towards: K -8th grade teachers, art specialists.

Instructional time: Introductory workshop 1 hour 30 minutes. Focus workshop 3 hours per workshop

Maximum number of participants: 30

Title: *Observation Drawing: Integrating Language Arts and Science*

Description: Visual Literacy foundation skills utilize an alphabet and communicate our thoughts and ideas. The artist will compare the alphabets and several other shared fundamentals of literacy while giving approaches to drawing that will give anyone the skills to develop the students, both educationally and developmentally. . Providing teachers with multiple ways to deliver learning in varied styles educationally reaches more students and deepens learning. Observation drawing has always been a scientific tool to record the natural world. The process of deconstructing/reconstructing and scientific method resonate in essential foundation drawing skills.

Targeted towards: K-8th grade teachers, art specialists

Instructional time: Introductory workshop 1 hour 30 minutes. Focus workshop 3 hours per workshop

Maximum number of participants: 30

Title: *Papermaking and the Decorative Paper Processes*

Description: Basic Papermaking is fun, easy and has wonderful connections to the environment, sustainability and re-purposing projects.

Targeted towards: K-8th grade teachers, art specialists

Instructional time: Introductory workshop 1 hour 30 minutes. Focus workshop 3 hours per workshop

Maximum number of participants: 30

RESIDENCIES AVAILABLE:

Title: *Arts Integrated Project Topics*

Printmaking

Papermaking

Book Arts

Murals

Sculptural Installations

Description: These residencies provide in depth art experiences with all students creating their own works, with collaborative works created by students for the hosting institution which may become permanent public works or auctioned as fundraisers for future art programming.

PRINTMAKING: Master works of Giuseppe Arcimboldo's portraits are entry points for found object printing. Honoring the portraits of Giuseppe, students will identify and classify fruits and vegetables that they will also print with to create their own original portraits.

PAPERMAKING: Introductory workshops provide basic sheet forming techniques; all participants make handmade paper. A historical overview of papermaking, scientific connections, and environmental concerns are discussed. Residency papermaking participants learn varied approaches to sheet forming, embossing / embedding techniques, cast paper, and color pulp applications. Creating installation biodegrading paper sculptures feature sculptural forms embedded with seeds that repurpose the project after it biodegrades.

BOOK ARTS: Book art formats have been developed for all grade level skills that can connect with any core curriculum content, with students making the paper or creating decorative papers for their individual books. The books may be two or three dimensional, including people books, pyramid books, building books and books that popup, open in multiple directions, have pockets that may hold a smaller book. Tooled metal covers and other hard cover shaped books feature the students' curriculum in words and images.

MURALS: Murals are long-term residency projects. Students create drawings from their curriculum topic research; the artist creates a compilation design from the student drawings, and lays out the mural. The stu-

dents paint the mural under the facilitating teaching artist. Murals are painted on wood panels with non-toxic acrylic paints. The panels allow students to paint safely without the need to climb on ladders or scaffolds.



SARAH C. CAMPBELL

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Jackson, MS

Campbell creates picture books with facts and photographs. Campbell's latest book,

Mysterious Patterns: Finding Fractals in Nature (Boyds Mills Press, 2014), is her second book that explains an interesting mathematical pattern and explores the ways it shows up in nature. It follows *Growing Patterns: Fibonacci Numbers in Nature* (Boyds Mills Press, 2010). Her first book, *Wolfsnail: A Backyard Predator* (Boyds Mills Press, 2008), tells the story of a snail that eats other snails and slugs. Kids, teachers, librarians, parents, and grandparents have embraced both books for their simple, compelling texts and stunning up-close photographs. All three are ALSC Notable Children's Books; *Mysterious Patterns* is a Cook Prize Honor Book; and *Wolfsnail* is a Theodor Seuss Geisel Honor Book. In addition to creating books, Campbell also teaches. She conducts short-term arts integrated residencies featuring photography in schools, presents professional development for teachers and librarians who want to infuse their lessons with nature, photography, and book-making, and teaches nonfiction writing and photography to other writers.

WORKSHOPS AVAILABLE:

Title: *Writing From Nature*

Description: Campbell, author and photo-illustrator, shares the story behind the publication of her two award-winning picture books, *Wolfsnail: A Backyard Predator* and *Growing Patterns: Fibonacci Numbers in Nature*. Campbell's multi-media presentation showcases the books' stunning macro photography. Review of *Growing Patterns* by The Horn Book Magazine: "With its glossy, clutter-free pages; crisp, colorful photographs; and clear, straight-to-the-point text, this interactive picture book by the creators of *Wolfsnail* is an attractive, satisfying introduction to the Fibonacci sequence: 1, 1, 2, 3, 5, 8, ..."

Targeted towards:

Teachers in grades: pre-K through 8

Students in grades: pre-K through 8

Administrators for: pre-K through 8

Instructional time: 75-90 minutes (can be adapted shorter or longer)

Maximum number of participants: 25

Title: Nonfiction Bookmaking: We've Got Curriculum Covered

Description: In this professional development workshop, participants will be engaged in an interactive multimedia presentation where Campbell will share research related to the reading and writing connection and content area instruction, particularly in math and science (features Common Core and Next Generation Science Standards). Campbell will also share examples of high-quality informational trade books and provide insights into the research, writing and publishing processes that accompany such informational text writing. After introducing three options for bookmaking, an "instant" book, an accordion folding book, and a scroll book, and student-created examples of each, Campbell will facilitate small-group sessions in which participants will have the opportunity to actually create their own book via one of the three bookmaking methods. Participants will leave with a book which could then be used as a model for student work in their classrooms. Finally, participants will come back together to discuss potential pitfalls with and share solutions related to integrating writing in math and science instruction, including, but not limited to: topic selection, writing, bookmaking, and illustration. Session participants will receive practical handouts with instructions for creating all three types of books and a list of high quality informational texts for use in math and science instruction.

Targeted towards:

Teachers in grades: pre-K through 8

Teaching Artists

Arts Specialists

Other: Parents

Instructional time: 120 minutes, can be adapted shorter or longer.

Maximum number of participants: 25

OTHER SERVICES AVAILABLE:

Collaborative lesson planning and implementation with classroom teachers on:

Nonfiction bookmaking and photography

Fibonacci Folding Book Project

Visualizing Math Stories

Digging Deep: School Field Guides

Title: *Fractal Pop-Up Project*

Description: Campbell creates picture books with

facts and photographs. Campbell's latest book, *Mysterious Patterns: Finding Fractals in Nature* (Boyds Mills Press, 2014), is her second book that explains an interesting mathematical pattern and explores the ways it shows up in nature. It follows *Growing Patterns: Fibonacci Numbers in Nature* (Boyds Mills Press, 2010). Her first book, *Wolfsnail: A Backyard Predator* (Boyds Mills Press, 2008), tells the story of a snail that eats other snails and slugs. Kids, teachers, librarians, parents, and grandparents have embraced both books for their simple, compelling texts and stunning up-close photographs. All three are ALSC Notable Children's Books; *Mysterious Patterns* is a Cook Prize Honor Book; and *Wolfsnail* is a Theodor Seuss Geisel Honor Book. In addition to creating books, Campbell also teaches. She conducts short-term arts integrated residencies featuring photography in schools, presents professional development for teachers and librarians who want to infuse their lessons with nature, photography, and book-making, and teaches nonfiction writing and photography to other writers.



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Hernando, MS

Carreras has been working professionally in all types of theater for over thirty years. She began her work as a teaching artist in 1985 with the Lincoln Center Institute for Aesthetic Education. She has an undergraduate degree in Theater and Film from the University of New York at Fredonia and a Masters of Art in Theatre and Film from SUNY Buffalo. Patricia first came to Memphis, TN in 1989 and joined the teaching artist staff at the Center for Arts Education—formerly the Memphis Arts Council. She was trained as a teaching artist in Wolf Trap's Early Learning through the Arts. Patricia has been part-time faculty at the University of Memphis since 2000 where she teaches dance concepts and basic ballroom in the College of Education. In 2006 she was invited to create Nutrition Programs for the St. Jude Children's Research Hospital and recently shared these concepts with fifth graders in the Pulaski County School District, AR. Since 1994, Patricia has been seen on 1000s of stages and classrooms across the south—including Tennessee, Mississippi, Arkansas, Texas, and Kentucky. Her character, 'Couch Potato Polly' (originally written for Memphis Children's Mu-

seum), has been seen across northern Mississippi's Libraries and Head Start centers. Every summer, Patricia is invited to come to Alaska and work alongside Training Better Artists Toward A Better Alaska Theatre Company as a guest director, teaching artist and playwright. Her residencies highlight her love of arts integration and include Pantomime, Puppetry Arts, Mask, and Improvisation.

WORKSHOPS AVAILABLE

Title: *Pantomime Arts*

Description: Pantomime is a Silent Story that uses the body, the imagination and concentration. It is comprised of "Who, What and Where" and includes a beginning, middle and an end. Pantomime is the Universal Language of expression, gesture and emotion. In one word, Pantomime is communication. Children in grades 2 through 4 often use pantomime as a pre-reading exercise to explore themes of stories read in class. Pantomime teaches listening skills and problem solving techniques through the re-creation of a story using only the body.

Pantomime is a social activity where students must work together as a team to create an idea and then realize it in physical terms without words.

In the simplest definitions: MIMIC: The technique. Pantomime: A Silent Story with characters, a setting, a problem and a resolution. By end of class, students will create pantomimed stories based on simple mime technique and silent storytelling. This class opens up the imagination and readies the student for reading and writing.

Targeted towards:

Teachers in grades: 2-6

Arts Specialists: Music, Dance and Drama

Students in grades: 2-6

Arts Discipline: Theatre and Storytelling

Teaching Artists/ Arts Discipline: Drama, Movement

Other: Special Needs and At Risk populations

Instructional time: One Hour

Maximum number of participants: 30 Students (Up to 6 classes per day)

Title: *Puppetry: Bringing Puppets to Life!*

Description: This popular workshop demonstrates different types of puppets with hands on student involvement. In the course of one hour, students will define a puppet as an object that moves in front of an audience by an actor. Students will participate in puppet activities that develop the creative process involving sensory awareness and exploration of emotions as they manipulate an individual puppet behind a stage. The artist will demonstrate how puppets are manipu-

lated and brought to life to tell a story or move to music. Types of puppets brought in by the artist include, Hand and Finger, String, Rod, Big Mouth, and Body/Team Puppet. Students will identify the important tools of the puppeteer as the body, imagination and concentration. By the end of class students will bring puppets to life with music, and perhaps a simple story while gaining experience in exploring self-expression through a puppet performance.

Targeted towards:

Teachers in Grades: K-4

Students: Grades K-4

Other: Special Needs and at risk populations

Art Specialists: Visual Arts, Drama

Arts Discipline: Theatre, Puppetry Arts

Teaching Artists/Arts Discipline: Theatre, Dance

Instructional Time: 1 hour

Maximum number of participants: 30 per class. Up to 6 classes per day.

RESIDENCIES AVAILABLE:

Title: *Story Theatre with Mask and Movement:*

Description: This unique program encourages students to use their bodies, voices and imaginations to bring folk stories to life. Group projects will help students understand the theatrical process of collaboration. Students will hear a folk tale from specific areas around the world and re-create it through Mime, Mask, Live Percussion, Puppetry and Narration. Detailed exploration of the culture surrounding the specific story highlights this residency. Students will engage in music of the culture, its dances, songs, and even language. Favorite Folktales have been Anansi Tales, West Africa; Monkey King, China; Enormous Turnip, Russia; and Tall Tales of the Delta. Within a five day residency students will re-create story with masks and /or puppets designed and created in class. A sharing of the story may culminate on day five.

Targeted towards:

Teachers in grades: 3-6

Students in Grades: 3-6

Artist Specialists: Visual Art, Dance, Drama, Music

Art Discipline: Theatre Arts.

Instructional Time: One Hour

Maximum number of participants: 30 per class. Up to 4 classes per day.

Title: *Living History through Photographs and Paintings*

Description: Visual Art Comes to LIFE in this dynamic five-day residency that uses improvisation and playwriting in the discovery of historical events in history. Works include the photographs by Earnest Withers (the Civil Rights Era) and/or Americana paintings by Norman Rockwell. Students will research and explore

characters and time period from specific images of American History and find understanding or empathy for characters as they re-enact through tableau and dramatic scene work. This residency not only opens the door to understanding certain historical events, but gives student appropriate terminology in theatre vocabulary to develop self-expression through theater 'performance'. Improvised monologues will be created by the end of the week and presented with props and costumes (brought in by artist) to share with class. Images by Earnest Withers have included: Martin Luther King Series, Rosa Parks, The Little Rock Nine and I AM A Man. Images by Norman Rockwell have included: The American Dream, Rosie the Riveter, Homecoming Marine, Refugee Thanksgiving, Golden Rule, Outside the Principal's Office, and the Freedom Series.

Targeted towards:

Teacher grade levels: 5-12

Student grade levels: 6-12

Art Specialists: Visual Arts, Drama, Dance

Art discipline: Theatre Arts/Teaching Artists in Drama, Visual Arts

Instructional Time: one hour per class. (Up to four classes per day)

Maximum number of participants: 30.

Other Residencies offered:

- Puppets and Science: Life cycle of the Butterfly with Hungry Little Caterpillar: Pre-K through 1st
- Comedy, Tragedy and Clown (8-12)
- It's All Greek to me (9-12)

NOTE: All residencies and workshops require an open space in front of room for students to move. A common room where students rotate to Artist is ideal. It is requested that classroom teacher remain in the classroom at all times.

Teacher Development: The Common Core: Bringing Theatre and Imagination into the Classroom

Theatre is an amazingly effective teaching tool. Theatre will stimulate your creative impulses in the context of learning standards while practicing theatre activities. Make every subject come alive with the imagination of theatre arts! Join Patricia Carreras for an engaging workshop that will teach you ways to integrate drama into your entire curriculum. First-hand involvement allows time to test ideas and build them into workable, practical units. Teachers have the opportunity to "try out" curriculum in a supportive environment and walk away with an extensive hands on experience in Puppetry Arts, Pantomime and improvisation. These art forms will be introduced as specific teaching methods for units in History, Human Sciences

and Literary Arts. Heavily based in Kennedy Center's teacher training in the Arts and Wolf Trap Early Learning through Arts, Carreras will have teachers' energy and enthusiasm alive and awake in new directions.

Targeted towards: Teachers in Pre-k through 12

Artist Specialists: Visual Arts, Music, Dance

Other: Physical Education

Teaching Artists: Theatre, Visual Art, Dance, and Music

Artist Discipline: Theatre Arts

Instructional time: 1 to 3 hours

Maximum number participants: 50



DANCE-A-STORY

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Oxford, MS

Dance-A-Story brings literature from around the world to life and in the process, stimulates learning in the arts and in core academic areas. Dance-A-Story is adept at giving schools both a quality performances and expert arts integration workshops. Gelbard and Jernigan bring to each project excellence in performance coupled with years of teaching students and teachers. They specialize in adapting to the needs of individual schools. Dr. Gelbard holds the Ph.D. degree in Dance and Related Arts. She is former coordinator of the University of Mississippi dance program, and former director of Body and Soul Dance Company. She has served as a Field Advisor in the Whole Schools Initiative since 1998. She offers classes in dance for non-traditional dancers in Oxford and performs with the Leda Swan Dance Company, Theatre Oxford, and the Oxford Civic Chorus. Dr. Jernigan spearheads both the Double Decker Storyfest in Oxford and the Blueberry Jubilee Storytelling Festival in Oxford. She has served the Oxford community as chair of Theatre Oxford and director of the North Mississippi Storytellers Guild. She was honored in 2004 by the Mississippi Humanities Council for her work with the bilingual project "Luciernagas."

WORKSHOPS AVAILABLE:

Title: Integrating Dance, Drama and Storytelling into the Curriculum

Description: Melding the arts of dance, drama, storytelling, and music, Dance-A-Story crisscrosses the curriculum, adapting arts integration workshops to the

needs of individual schools. Beginning with a short performance of a story DAS relates to the curriculum, then uses the story as a jumping-off point to deepen learning in the language arts, math and science concepts, and to broaden social studies contexts. Participants discover that one need not be a dancer to benefit from kinesthetic learning, nor an actor to tune into core humanities values inherent in drama. Their goals are for teachers to experience the interconnected learning made possible by the arts, to highlight the higher order thinking skills encouraged by the Common Core, and to build skills in developing lessons which connect the Mississippi Frameworks, the Common Core, and the joy and discipline of learning through the arts.

Targeted towards:

Teachers in grades: Pre-K - IHLs

Administrators for grades Pre-K - IHLs

Instructional time: 1.5 hours to full day to multi-day

Maximum number of participants: 40

OTHER SERVICES AVAILABLE:

Learning Across the Curriculum

Creative Writing

Coaching PE Specialists to Use Dance and Drama

Brain-based Learning to Enhance Classroom

Management and Student Participation

Performances for any grade level which connect to the curriculum (e.g. the study of Mississippi authors for high school, Native American Culture for social studies)



CHUCK GALEY

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Jackson, MS

Galey has taught classroom arts integrated techniques for over 15 years and has been on the Mississippi Arts Commission

Teaching Artist Roster since 2010. His Common Core Standards based workshops and residencies, highlighting writing and drawing stories, inspire and astonish students. His workshops range from elementary, high school to university level instruction. He has presented workshops at the Mississippi Arts Commission Whole School Initiative, University of Southern Mississippi Fay B. Kaigler Children's Book Festival and libraries and schools across the south. He has also taught illustration in the art department at Mississippi

State University. Over the past two years, he has worked with the Mississippi Arts Commission on a pilot program sponsored by the Kennedy Arts Center designing arts integration lesson plans for SPED teachers and students. He has illustrated over 70 educational books and 13 children's picture books, one that he authored. His programs encourage them to be creative in their reading, writing and art. He believes that by looking at problem solving and organizing the creative process, solutions will reveal themselves in unique ways. His unique blend of the visual arts and creative writing disciplines will bring a powerful lesson to your classroom's learning experience.

RESIDENCIES AVAILABLE:

Title: *Developing a Graphic Novel: Combining Language and Visual Arts*

Description: Grounded in Common Core Standards, this residency encourages students to work with their imagination to create characters, plot and stories and illustrate them in a graphic novel format.

Targeted towards:

Teachers in grades: 5-12

Students in grades: 5-12

Instructional time: 3-5 classroom days, 1 hr. sessions, maximum four sessions per day

Maximum number of participants per session: 20

OTHER SERVICES AVAILABLE:

Galey is available for school assemblies, PTO Family Night presentations, and one day school visits.

Several programs are listed on his website;

www.chuckgaley.com. Listed below are a few of the program titles with a brief description:

Animal Parts - this presentation, appropriate for grades K-3, takes beginning readers and inspires them to look at books and illustration in a whole new way.

The Illustrator As Storyteller - this program is appropriate for grades 4-12 and emphasizes the creative process using visual aids such as original thumbnail sketches which follow the manuscript, pencil sketches and finished art. Students begin to see how a book is created from text to the published book.



TOM HARMON

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Jackson, MS

Tom has been a teaching artist since 2001 for numerous public

and private schools bringing arts integration to classrooms throughout Mississippi. He has taught Universal Design for Learning and Differentiated Instruction workshops in Washington D.C. as well as New York and Mississippi. As a Teaching Artist Tom can assist school administrators and teachers in developing curriculum that integrate arts into classroom practices. He has also been a presenter for the Mississippi Arts Commission as well as presenting at three Whole Schools Summer Institutes. The medium of Hand Papermaking is the primary art form Tom uses in the classroom. Tom is also a practicing visual artist working in watercolor and oil painting and is a signature member of the Mississippi Watercolor Society.

WORKSHOPS AVAILABLE:

Title: *Introduction to Universal Design for Learning (UDL) Strategies*

Description: This professional development workshop is designed to provide administrators and teachers the knowledge and skills to develop a curriculum that gives all individuals equal opportunities to learn. This hands-on training provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs. Use of UDL principles is necessary because students bring a great variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.

Target Audience: Teachers in all grades

Administrators
Arts Specialists
Teaching Artists

Instructional time: 6 hours or two 3-hour sessions.

Maximum number of participants: 40

Title: *Planning for All Learners (PAL) Workshop*

Description: The Planning for All Learners (PAL) process builds upon two prerequisites:

1. A basic understanding of Universal Design for Learning
2. Commitment of participating educators to make the curriculum and learning accessible for all learners. The Planning for All Learners workshop is the follow-up training to assist teachers in implementing UDL principals into their curriculum. The PAL process begins with the formation of PAL teams, comprised of general education and special education teachers and other appropriate educational specialists at single grade level. (i.e. 1st grade PAL team, 2nd grade Pal team, 3rd grade PAL team, 4th grade PAL, etc.) The teams attend the PAL workshop to establish goals and pro-

cedures. The teams then meet regularly during the school year to focus on the foundation of instruction — the curriculum. Identification of a strong team facilitator, responsible for scheduling meetings and agendas, providing and/or facilitating "just in time" support, and actively promoting a growing PAL initiative, is essential to the success of the PAL team. The work of the PAL team must always be aligned with local district and school initiatives, and is guided by state standards. The PAL process includes four steps, based upon the principles and concepts of UDL, proven professional development strategies, and effective teaching practices.

Targeted towards:

General Education and Special Education Teachers in all grades
Arts Specialists
Administrators

Instructional time: 4 hours

Maximum number of participants: 40

Title: *Hand Papermaking*

Description: This workshop is designed to integrate arts into the classroom curriculum. The course consists of a discussion of papermaking and recycling, and learning and practicing the skills of following directions, teamwork, problem solving, and experimentation.

Targeted towards:

Teachers in grades: 1-12

Students | grades: 1-12

Instructional time: three 50-minute sessions

Maximum number of participants: 25

NOTE: All equipment and supplies will be furnished. The follow-up workshop is "Japanese Stab Binding Bookmaking."

Title: *Japanese Stab Binding Bookmaking*

Description: The prerequisite for this course is "Hand Papermaking." This is an arts-integrated workshop with links to language arts, history, mathematics, social studies, and art. The course builds on skills learned in the papermaking course and uses paper previously made by participants. The students will learn how to plan, design, and construct a handmade book using ancient techniques.

Targeted towards:

Teachers in grades: 1-12

Students in grades: 1-12

Instructional time: two 50-minute sessions

Maximum number of participants: 25

NOTE: All equipment and supplies will be furnished.

Title: *Papercraft: Making and Designing Cards and Envelopes*

Description: This is an arts integrated course with links to language arts, history, mathematics, social studies, and art. The course builds on skills learned in the papermaking course and uses the paper made previously. The students will learn how to plan, design, and construct a handmade greeting card and envelope using visual art standards.

Targeted towards:

Teachers for grades: 1-12

Students in grades: 1-12

Instructional time: 50 minutes

Maximum number of participants: 25

NOTE: All equipment and supplies will be furnished.

Title: *Introduction to Watercolor Painting Techniques*

Description: This is an arts-integrated course with links to history, mathematics, and art. This course introduces the art medium of watercolor to students and discusses the types of paper, the types of pigments, and the selection of brushes. The students will learn the techniques of watercolor and the elements of art by hands-on exercises and experimentation. The course will culminate with the students utilizing their new skills to complete a watercolor painting.

Targeted towards:

Teachers for grades: 3-12

Students in grades: 3-12

Instructional time: five, 50 minute sessions

Maximum number of participants: 25

NOTE: All equipment and supplies will be furnished.

Title: *Basic Block Printing*

Description: This is an arts integrated course with links to language arts, history, mathematics, social studies, and art. The students will learn how to plan, design, and construct a block print using simple tools and equipment and then print their designs on various items such as paper and cloth.

Targeted towards:

Teachers for grades: 3-12

Students in grades: 3-12

Instructional time: 3 hours

Maximum number of participants: 25

NOTE: All equipment and supplies will be furnished.



**ALTHEA JEROME/
KATHRYN LEWIS**

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Althea Jerome and Kathryn Lewis have worked together and separately as teaching artists, serving schools and arts organizations in Mississippi since 2001. Prior to their work together, Althea worked as a music teacher and choral performer and conductor. Kathryn taught Speech

and Theatre and directed performances at the college level. In their work as teaching artists they offer professional development for teachers and demonstration lessons that emphasize arts integration strategies and Common Core State Standards. In addition, they lead workshops on topics from history, environmental science and literacy. These workshops include music and theatre standards and also connect to English Language Arts standards. Althea and Kathryn believe that the arts engage all students in unique ways, allowing them to remember what they learn and to make meaning that leads to understanding. Both teaching artists have been recognized for their work in the field of arts education as winners of the Governor's Arts Awards in 2012 and 2013 respectively.

WORKSHOPS AVAILABLE:

Title: *The Watershed and Me, A – Z*

Description: The stages of the water cycle will be reviewed while learning about Mississippi's watersheds. The goal of the lesson is to increase appreciation for the plants, birds, insects and animals that are found in the watersheds of Mississippi, and reinforce the importance of conserving our valuable water resources. Common Core Standards in language arts and Mississippi Framework competencies in science and the visual and performing arts are incorporated into the lesson. Schools that host one of the teaching artists will receive a classroom set of books for their students.

Targeted towards:

Teachers in grades 3-5

Students in grades: 4-8

Administrators for: upper elementary or middle school
Arts Specialists/Music and Theater

Instructional time: 1 hour

Maximum number of participants: 30

Title: *Great Migration / Harlem Renaissance*

Description: America's Great Migration, (1916 – 1939), and the Harlem Renaissance (1930 – 1939) helped shaped the country we know today. In this classroom workshop, students will read letters from individuals who wanted to move away from their homes in the south, learn the vernacular of the day, view photo images and artworks, and hear the early jazz and popular music of the era. These historic periods brought great new opportunities to African Americans, as well as challenges. Students will be guided to analyze ways that migration affects our lives today.

Targeted towards:

Teachers in grades: 4-8

Students in grades: 4-8

Administrators for: Elementary or Middle School

Arts Specialists/Music and Theater

Instructional time: 1 hour (or more)

Maximum number of participants: 30

Title: *Dream Big...With Your Eyes Wide Open*

Description: Did you know that dreaming with your eyes open can change our world? There are many examples of dreamers who have changed the world. This workshop will focus on the Civil Rights Era and the many known and unknown "dreamers" who helped improve the lives of African Americans from 1954 - 1968. Using arts integration as a learning strategy, standards and competencies in language arts, math, social studies, visual art, music and theatre will be addressed. Participants will be challenged to reflect upon dreamers throughout all time, who have changed the world...including ourselves.

Targeted towards:

Teachers in grades: 4-8

Students in grades: 4-8

Administrators for: elementary or middle school

Arts Specialists/ Music and Theater

Instructional time: 1 hour (or more)

Maximum number of participants: 30

Title: *America Is...*

Description: Based on the picture book, *America Is...*, by Louise Borden, this workshop/lesson features rousing patriotic music, and includes the creation of a mural by the group. Participants learn the vocabulary of the Pledge of Allegiance in words and sign language. They experience the book text and pictures while listening to music. Toward the end of the lesson, they create an image or a poem that represents what America is to them personally. The subjects of language arts (speaking, listening, writing), music, visual art and social studies are seamlessly integrated into an expression of appreciation for the place we call home.

Targeted towards:

Teachers in grades: 1-5

Students in Grades: 1-5

Administrators for: elementary school

Arts Specialists/ Music and Theater

Instructional time: 60 – 75 minutes

Maximum number of participants: 30

Title: *Poetry Friday*

Description: Using the Poetry Friday Anthology for elementary grades, or the volume for middle school with the same title, the teaching artists will draw attention to connections between arts elements and Common Core State Standards in language arts. Teachers and their students will be challenged to use the elements of theatre and music to create spoken word performances of poems in the anthology. The workshop emphasizes 21st Century Skills of cooperation, collaboration, and working in groups while engaging students in a creative process. A workshop or student experience will culminate in a set of small group performances and a debriefing to highlight Core Arts Standards and Common Core Standards in Language Arts that were met through the experience.

Targeted towards:

Teachers in grades: 1-4; 5-8

Students in grades: 1-4; 5-8

Administrators for: Elementary or Middle School

Instructional time: 45 – 60 minutes

Maximum number of participants: 30

RESIDENCIES AVAILABLE:**Residency: *Building Literacy through Music and Theatre Strategies***

Description: The residency is designed to meet the needs of a particular faculty or group of grade level teachers who want to include the arts in classroom instruction. The program will introduce the elements of music and theatre along with examples of how to use these art forms to complement instruction in other subjects. At the beginning of the residency, the teaching artists will offer demonstration lessons and professional development for teachers. A portion of the residency will be devoted to teachers' development of music and theatre strategies that support their curriculum content. By the end of the residency, the teaching artists will model and demonstrate arts integration strategies. Working with grade level groups, the teaching artists will assist teachers to develop arts integrated experiences for their students.

Targeted towards:

Teachers in grades: K-2; 3-8

Administrators for: elementary or middle school
Teaching Artists

Arts Specialists

Other: Students used as demonstration group

Instructional time: 4 – 6 Meetings; 45 – 60 minutes each time

Maximum number of participants: 30 per class.

Maximum number of classes per day: 3-4



DORIS JONES

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Madison, MS

Jones grew up in Memphis, but found her way south where she fell utterly and completely in love with the people, stories, and slower pace of Mississippi. While reading to her young children, she discovered the fun of dramatic expression and later channeled this interest into elementary school visits and a position as a children's librarian. Since the mid '90s, she has traveled around the state as a freelance storyteller, promoting literacy in schools, libraries, and museums. Listed on MAC's Artist and Teaching Artist Rosters for over ten years, she employs a high-energy, interactive style that draws in listeners of all ages. An enthusiastic supporter of arts integration in Mississippi's schools, she has developed lesson plans and artistic residencies that not only resonate with elementary students and teachers, but also address competencies in language arts, social studies, and theater.

WORKSHOPS AVAILABLE:

Title: *Targeting CCSS-ELA via Storytelling*

Description: The teaching artist will demonstrate exciting ways to use storytelling, mnemonic devices, and movement activities to increase student engagement, improve retention of language arts concepts, and energize the classroom. Expect a lively session as she delves into story elements, visualization and the creative process, use of imagery, and parts of speech.

Targeted towards:

Teachers in grades: 2-5, exceptional education and gifted teachers, library specialists

Administrators: elementary principals

Instructional time: 1-2 hours

Maximum number of participants: 20-25

Title: *What Characters you Are!*

Description: Employing a demonstration and discussion format, the teaching artist leads educators as

they learn to use storytelling tools to enliven classroom reading time. Making stories come alive positively impacts students engagement, comprehension, retention... even behavior! Other pay-offs include a heightened interest in reading, writing, and speaking.

Targeted towards:

Teachers in grades: pre-K - 5th grades, exceptional education and gifted teachers, library specialists

Administrators: elementary principals

Instructional time: 1-2 hours

Maximum number of participants: 20-25

Title: *Visualizing Better (and Easier!) Writing*

Description: After introducing applicable CCSS-ELA information, the teaching artist leads educators through a visualization experience, then facilitates a brainstorming session in preparation for writing exercises.

Targeted towards:

Teachers in grades: 2-5, gifted instructors

Administrators: elementary principals

Instructional time: 1-2 hours

Maximum number of participants: 15-20

OTHER SERVICES AVAILABLE:

"*Character Development Times 3!*" is an exciting way to merge character education with CCSS-ELA concepts and theater competencies! Expect a lively classroom session as the teaching artist explains story elements, shares a story, then leads the children in a brainstorming session focused on understanding and absorbing important life-lessons. Great for grades 2-5!

"*Presenting Success!*" is a classroom coaching session designed to help students make their best impression, whether on stage, at competitive academic functions, or for job interviews. With a light, affirming manner, the teaching artist demonstrates and coaches participants on posture, stage presence, enunciation, voice projection, and introductions: skills that make the difference! The process works best in a comfortable setting with a small group of students.



AMY LOTT

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Philadelphia, MS 39350

Lott is a multi-instrumentalist, singer/songwriter whose style and versatility encompasses many genres of music. With vocals, clarinet, flute, accordion, and piano in her musical tool belt, she can perform most musical events

either solo, or with full band accompaniment. She plays for orchestras, churches, restaurants, clubs, festivals, weddings, and schools. With the ability to recreate music from classical to blues, she can offer something to people of all ages.

WORKSHOPS AVAILABLE

Title: "What's in my Box?"

Description: Harmonica, Flute, Clarinet, Accordion and Piano each demonstrated for the students. Instruments are presented in their cases. Students learn and interact as each instrument, smaller to larger, is assembled, and demonstrated. Students learn the terms to various musical terms, and are exposed to multiple genres of music as the lesson progresses.

Targeted towards:

Students in grades pre-K through 2nd



ELAINE MAISEL

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Ridgeland, MS

Maisel is a bassoonist and contrabassoonist, playing professionally with orchestras

throughout Mississippi. She is the state coordinator for MAC's Carnegie Hall Link Up Program for 3rd-5th graders. She gives presentations, performances and workshops that make interdisciplinary connections to subjects such as math, science and nature through music, movement and art. Building knowledge through interdisciplinary connections and multiple learning styles is necessary for success in the current educational system and shifting global economy. One of the most salient concepts connecting different subjects is the presence of patterns. By discovering patterns in the arts, they can be more easily seen in other content areas. The more we understand patterns in history, human behavior, nature and science, the more quickly and accurately we understand how our world works. Pattern recognition is key to knowledge acquisition and learning in all facets of life. See her "Other Services Available" for project ideas.

WORKSHOPS AVAILABLE:

Title: "Building London Bridge"

Description: We will explore how musical repetition and contrast create form, structure, and surprise that makes "London Bridge is Falling Down" an enduring

piece of music. Malcolm Gladwell's concept of "sticky ideas" reveals the psychology of its popularity. Connections will be made between the history and meaning of the verses with current examples of the failure of engineering, politics, and natural disasters such as Hurricane Katrina. Because London Bridge is an example of architecture, we will examine how visual repetition can be exact, transposed or altered, creating functional, beautiful and meaningful pattern and structure. Strategies used in lesson - Music: sing, analyze, create, perform, and move.; Architectural Illustration: view, analyze, create, and explain; Movement: dance/game gives a kinesthetic component, recalling, sharing. Finding Patterns: Re-emphasize the connecting theme of repetition- pattern-structure in all subject areas.

Targeted towards:

Teachers in grades: 1-4

Arts Specialists/ Musicians

Teaching Artists/ Musicians

Instructional time: 1-2 hours

Maximum number of participants: 35

OTHER SERVICES AVAILABLE:

- Coaching, workshops and private lessons on bassoon, recorder, historical Medieval, Renaissance and Baroque instruments.
- Learn how to create an inexpensive musical instrument that students can build in your classroom. Through creation of the instruments, you and students will explore mathematical ratios, symmetry, repetition, and the principles of acoustics. Through the playing of the instruments in directed exploration, students will learn to analyze and compose ensemble music that exhibits increasingly complex pattern, repetition, and form.
- T'ach Chi Chih as a teaching strategy for children to improve mental focus, coordination, and self-control. Great for musicians to improve stage presence. Great for older adults to improve balance and overall health.
- Music history and appreciation.
- Carnegie Hall Link Up professional development workshops and consulting



GAIL MORTON

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Thaxton, MS

Morton, a National Board Certified teacher, uses a variety of materials to incorporate

art in many different subject areas. She is interested in teaching art-making techniques to teachers and students. In the past, she has done workshops in crayon batik, clay vessels, clay portraits, mobile making, science and art, math and art, drawing portraits, 1, 2, 3, and 4 point perspective, sculpture, special needs, art and nutrition, mask-making, and the art of healing. If you have specific need, she will develop a lesson for you.

WORKSHOPS AVAILABLE:

Title: *The Mitten*

Description: This is a language arts lesson using clay. Before the lesson, students will have already read the story, "The Mitten" with their teacher to familiarize them with the characters. She will show the pages on the wall via computer, PowerPoint, and projector. They will talk about parts of a story and she will ask questions, using book pages, to prompt students to analyze the illustrations, compare the characters, and think about form and texture. Then students will choose a character and model it out of clay. She will demonstrate modeling techniques then will guide practice showing on the wall, and showing by hand, how to make the clay into a ball, create texture, and create features indicative of the character they have chosen. They will talk about knowledge base information such as, character, plot, illustration, author, whether the story is fiction or nonfiction, whether the characters are farm animals or wilderness animals, etc. The students will apply their understanding by modeling a character form out of clay and using texture to tell us more about the character. The teaching artist will create opportunities for reflection by showing photos.

Targeted towards: Kindergarten

Title: *Crazy Critters*

Description: Teachers will use clay to make a crazy critter and learn how to talk about form and texture. They will learn basic clay joining techniques for use in other clay lessons. Once basic clay techniques are learned, teachers can modify this lesson for other grades levels and talk about how they can expand on their learning. Here are some suggestions: After the project, ask students to describe step by step how to make a crazy clay critter. If they do not yet write, record them speaking. A good option would be to take pictures of students working with the clay and make a class photo story on the computer telling the steps of how to make a crazy critter. Type sentences for students to practice reading before recording. This will encourage them to rehearse the rhythm of the

sentence. Ask students to use adjectives to describe someone else's sculpture. Let them observe another students work in a photo so it won't accidentally get broken. Let students make a "Really Crazy Clay" award out of clay. This lesson is more than showing teachers how they can use clay to excite students about language arts. It is also about helping teachers gain confidence in their creative abilities. More today than ever, teachers are asked to find creative ways to present ideas in the classroom. It can be an overwhelming task if a teacher has not had creative experience training. It is my goal to help teachers become more comfortable in their art abilities so that using the arts to teach becomes part of their area of expertise.

Targeted towards: K-3



ERIN MULLIGAN

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Greenwood, MS

Mulligan is a graduate of Bradford College in Massachusetts with a BA in Performing Arts. She has performed with Kelly Donovan & Dancers, Green Glass Dance Theater, Bradford Dance Company, Audra Carabetta and Dancers and the Winton Club Cabaret. A dance educator since 1998, Erin has been an instructor in ballet, jazz, modern dance and theater arts. She has led classes and workshops and has served as an artist-in-residence throughout the New England and Mississippi. She is the director at Shift Movement Arts Center in Indianola, MS and a core artist with ArtPlace in Greenwood, MS – teaching arts integration, dance, yoga and meditation throughout the state.

WORKSHOPS AVAILABLE

Title: *Journey through the Elements of Dance*

Description: In this dance integrated workshop, participants learn to apply and demonstrate an understanding of the forces of nature and themes related to the elements earth, air, fire and water. Participants choose events that occur naturally in the environment (tornadoes, earthquakes, volcanoes, hurricanes) and interpret them through creative dance. We begin exploring individually to develop style and movement vocabulary. We later work in groups to develop dance phrases that tell a bigger picture. Groups perform for each other, offer feedback, and are reminded to share ideas to build, change, and then refine and watch how things evolve.

Targeted towards:

Students grades K-12

Teachers grades K-12

Duration: 1 hour

Maximum number of students: 20

Title: *Exploring Stories through Movement*

Description: In this workshop, participants learn to interpret stories through dance with an integrated approach to language arts. We will explore how movement, shapes and actions can deepen our understanding of reading, writing, speaking and listening. Through this dynamic approach, participants will learn a variety of techniques including dance and drama that build our movement and language vocabulary.

Targeted Towards:

Students grades K-6

Teachers grades K-6

Duration: 1 hour

Maximum number of students: 15

**SHERRY NORFOLK**

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St. Louis, MO

Norfolk is an award-winning, internationally-acclaimed storyteller, teaching artist, and

author, performing and leading residencies and professional development workshops across the United States and Southeast Asia. Co-author of *Science is a Story* (McFarland, forthcoming 2015), *The Virginia Giant: The True Story of Peter Francisco* (The History Press, 2014), *Literacy Development in the Storytelling Classroom* (Libraries Unlimited, 2009), *The Storytelling Classroom: Applications Across the Curriculum* (Libraries Unlimited, 2006), and *Social Studies in the Storytelling Classroom* (Parkhurst Brothers Publishing, 2012), she is a leading authority on integrating learning through storytelling. Sherry is a sought-after presenter for arts and education conferences such as the VSA/Kennedy Center 2014 Intersections Conference, The Mississippi Arts Commission Whole Schools Institute, and the Tennessee Arts Commission CREATE Arts Integration Conferences. She also co-authored *The Moral of the Story: Folktales for Character Development* and six picture books. Sherry received the National Storytelling Network Oracle Award for Distinguished National Service as well as Tennessee Arts Commission's Outstanding Teaching Artist of 2010 award. She is an

Adjunct Professor in the Creative Arts in Learning program at Lesley University.

WORKSHOPS AVAILABLE:**Title: *Exploring the Common Core through Storytelling***

Description: Storytelling is a powerful vehicle for integrating the reading, writing, listening, speaking and research standards of the Common Core Curriculum. Participants will take part in hands-on grade level appropriate lessons that address language arts, social studies and science objectives while engaging students in authentic and thought-provoking research projects. Participants will discover ways to 1) quickly and effectively engage students through storytelling, 2) move them towards deeper understanding in fiction and non-fiction, and 3) provide meaningful and relevant ways for students to demonstrate their knowledge and comprehension. Storytelling levels the playing field: no matter their learning style, students have access to the told story through visual, auditory, and kinesthetic cues. The oral story allows them to process information more quickly and to organize, retrieve and apply it more readily; therefore the story provides an efficient and brain-compatible tool for the teacher to share information and for the student to demonstrate his/her understanding.

Targeted towards:

Teachers in grades: pre-K - 5th grade

Teaching Artists/Oral Traditions

Instructional time: Negotiable

Maximum number of participants: no max

Title: *Professionalism: Excellence is not an option!*

Description: What does it mean for a teaching artist to "be professional"? What does excellence look like for a teaching artist and do we achieve it? How does professionalism impact our ability to do our jobs and to get more jobs? Explore these questions and their myriad answers (yes – the answers may be different for everyone!) and determine what you can do to improve your skills, your reputation, AND your income!

Targeted towards:

Teaching Artists

Instructional time: 1 hour up to 3 hours

Maximum number of participants: 30

Title: *Leveling the Playing Field: Storytelling & the Special Needs Classroom*

Description: Storytelling reaches the hard-to-reach, the children with special needs, and ones whose problems can't even be diagnosed. In this hands-on session, participants will explore storytelling strategies that enable children of all abilities, – even non-verbal

children! – to demonstrate their comprehension and retention of story structure and meaning.

Targeted towards:

Teachers in grades: K-5

Instructional time: flexible; 1-3 hours

Maximum number of participants: 30

Title: *From Sounds & Movement to Words on a Page: Creative Writing*

Description: Storytelling is an effective way to help children transition from oral/kinesthetic to written language. In this workshop, teachers will be introduced to the use of time-tested folktale frameworks that get kids writing fluently and applying higher-order thinking skills to create and develop their stories. Participants will also explore kinesthetic and oral activities that help children translate their ideas into clear narratives, and to begin to understand the relationship between the written and spoken word.

Targeted towards:

Teachers in grades: 2-5

Students in grades: 2-5

Instructional time: flexible; 2-4 hours

Maximum number of participants: Flexible

Title: *Building Blocks to Literacy Workshop*

Description: “Once Upon a Time!” is the beginning of adventure, -- and the beginning of learning. When children hear stories, they are learning vocabulary and syntax, beginning, middle and end story-lines, and cause and effect. They are detecting patterns. They’re building brain power. In this fast-paced, hands-on workshop, teachers, parents and librarians learn how to create storytelling magic for small children, what to tell, how to tell it, why it’ll work, and what to do when all else fails!

Targeted towards:

Teachers in grades: Pre-K

Instructional time: 2-4 hours

Maximum number of participants: 30

RESIDENCIES AVAILABLE:

Title: *Communication Artistry: Storytelling and Creative Writing*

Description: Storytelling engages students in the transition from gestural language to written language. In this residency, participants progress from hearing to creating, writing, revising, publishing, and telling stories following time-tested folktale patterns.

Targeted Towards:

Teachers in grades: 2-6

Students in grades: 2-6

Instructional time: Five days, maximum 6 sessions per

day. Sessions are 45-55 minutes

Maximum number of participants: 30 students per session

Title: *Hear It! Tell It! Learn It!*

Description: Listening, speaking, reading and writing are the cornerstones of literacy, and all four of these elements are addressed in this action-packed residency! Students will hear stories being told and learn to re-tell them in large groups, small groups and individually. Putting their knowledge of the story structure to work, the classes will create new stories, using their phonemic skills to spell sound effects and recognize vocabulary. Small groups will work together to create storyboard versions of a story, each of which will be published. On the final day, students will perform their stories for the class.

Targeted towards:

Teachers in grades: K-1

Students in grades: K-1

Instructional time: Five days, maximum 6 sessions per day. Sessions are 45-55 minutes

Maximum number of participants: 30 students per session

Title: *Student Storytellers: Communication Artists!*

Description: As storytellers, students have the opportunity to do it all; read, compose, listen, and speak. They have fun experimenting with voice, facial expressions, emotion, and gestures that make the story “just right” for telling. As they present their story, the art of listening becomes a two way street. By using good eye contact and ‘reading’ body language, tellers communicate with their audience. In this residency, students will select a story and learn how to tell it. Students will learn the components of effective communication: visualization, summarization, identification of emotions and mood, addition of voice and gestures, question development, and connection to real life.

Targeted towards:

Teachers in grades: 3-6

Students in grades: 3-6

Instructional time: Five days, maximum 6 sessions per day. Sessions are 45-55 minutes

Maximum number of participants: 30 students per session

COURSES AVAILABLE:

Title: *The Storytelling Classroom: Applications Across the Curriculum*

Description: This course is designed to introduce participants to the practical use of storytelling as a powerful teaching strategy from preschool through high

school. Participants will explore, learn, and tell a variety of stories specific to their own classrooms and students. Teachers will discover a myriad of ways storytelling can be used to integrate learning in language arts, social studies, science, math, and fine arts, while celebrating diverse cultures, increasing literacy, and developing competency in their classrooms. Emphasis will be on application of what is learned throughout the course to meet curriculum goals, and the goals of the state and/or national standards. Participants will identify ways to help their students develop better oral communication skills, enhance self-esteem, spark their imaginations, and create closer classroom communities while deepening the students' appreciation for story, language, diverse cultures, and themselves.

Targeted towards:

Teachers in grades: prek-12 (very flexible)

Instructional time: flexible: 8-32 hours

Maximum number of participants: 30

OTHER SERVICES OFFERED:

FAMILY or PARENT WORKSHOP: Instant Storytelling in the Family, Classroom, or Library: a workshop for parents, librarians, storytellers or the whole family! In this fast-paced, hands-on workshop, participants will play a wide variety of story games that are guaranteed to get the stories flowing at home, in the library, in the classroom and in the car! This workshop explores fun and successful ways to help parents and grandparents rediscover storytelling; intriguing strategies for helping children learn to create satisfying stories, laughter-provoking games that require creative thinking and imagination while developing understanding of cause and effect. Join the fun and learn how to engage kids in the amazing world of story!

STORYTELLING PERFORMANCES: Listening to stories helps children develop vocabulary, increase comprehension skills, understand story structure, recognize cause and effect, and learn to predict outcomes. Sherry's storytelling performances are constructed to engage the whole brain by providing lots of options for participation in a variety of folktales, literary tales, poetry and songs. Children become an active part of the stories as they sing, chant, move, listen, watch and learn! Thematic programs are developed collaboratively with the school to address specific curriculum needs.



RICHELLE PUTNAM

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Meridian, MS

Putnam has completed several Mississippi Arts Commission special training workshops to further her teaching artist skills. A recipient of the 2014 Mississippi Arts Commission Literary Fellowship, Richelle holds diplomas from The Institute of Children's Literature, Gotham Writers Fiction Certificate Program, Open College for the Arts Advanced Writing Program, Writers Digest and other accredited writing institutions. She teaches creative writing at Meridian Community College and through libraries, schools and online. Her writing awards include Writers Digest, Writers Journal, Song of the Year, Songwars, Billboard Songwriting and American Songwriting Magazine and more. Her literary work has been published in Common Ties, Pif Magazine, The Copperfield Review, Birmingham Arts Journal and two bestselling series: A Cup of Comfort for Mothers and Daughters and A Cup of Comfort for Christmas Prayer and A Cup of Comfort Twelve Days of Christmas and more. Her work was chosen for The Copperfield Review's 10th Anniversary Celebration Anthology. She writes for Town & Gown Magazine, Mississippi Magazine, Parents & Kids, Well Being, Portico, and Social South magazines. Her non-fiction books include Lauderdale County, Mississippi; a Brief History, Legendary Locals of Meridian, Mississippi and The Inspiring Life of Eudora Welty, which received the 2014 Moonbeam Children's Book Awards Silver Medal in YA non-fiction e-book.

WORKSHOPS AVAILABLE:

Title: *Writing from Personal Experience*

Description: Writing from personal experience (poetry or prose) shares history, culture, and opinion. Students learn how sharing their experiences can help others overcome similar obstacles, tragedies, addictions, failures, etc., that they or a loved one has experienced. Students make people aware of issues they are passionate about. This workshop not only teaches how to write from personal experience, but instructs on how research markets and contests, and how to write query letters and proposals for publication.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 2-12

Teaching Artists

Instructional time: 60-120 minutes

Maximum number of participants:

Title: *Improving Fluency through Songwriting*

Description: Improving Fluency through Songwriting – This 5-hour professional development workshop analyzes five songs: “The Itsy Bitsy Spider,” “The Wreck of the Edmund Fitzgerald,” “Blowin’ in the Wind,” “Shake it Off,” and “Anomaly.” Various activities include writing narrative from verses, re-writing verse, chorus and bridge, and performing these to the same music, either with instrument and karaoke, and writing hip-hop and reciting to a beat machine. Additional activities include movement and playing instruments (Itsy Bitsy Spider) illustrating the song (Blowin’ in the Wind), creating performance movement with the song (Shake it Off), and creating a tableau at end of recitation. (Anomaly).

Targeted towards: (can be adapted for 2nd through 12th grades)

Teachers in grades (can be adapted from simple narratives in 2nd through more complex narratives through 12th grade)

Instructional Time: 60-120 minute

Maximum number of workshop participants: 75

Title: *Monologue/Playwriting*

Description: Students review the characteristics of historical/fictional characters in literature/history. They define character traits, point-of-views, historical perspectives, and explore how to see and understand character through the background, culture, and experiences that create and drive motive and desire. Students research character and the history surrounding character for accurate accounts and unbiased reporting of events. From the point of view of a character, they create monologues to defend decisions, actions, or passivity.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 4-12

Teaching Artists

Instructional time: 120-180 minutes

Maximum number of participants: 25

Title: *Reliving History Through Playwriting*

Description: Humanity is filled with war, greed, desire, discoveries, family struggles, environmental issues, and emotional conflict, all of which are carried out through its characters. In this workshop, students create scripts from historical characters and events, construct/find stage props and costumes true to that era of history to reinvent that place and time. Students discover histories, culture, environments, and characters through research and learn about history through the eyes of that culture. Through stage performances, students learn self-expression, drama, and social skills. Through set dressing, makeup and costuming, they

learn management skills and team building.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 4-12

Teaching Artists

Instructional time: 120-180 minutes

Maximum number of participants: 25

Title: *From the Villain’s Point-of-View*

Description: This workshop teaches how to utilize drama methods to impact and integrate history, character education, team building, and teamwork. Through developing “confrontational” and “defense” monologues, students learn how to engage students in historical dramatic monologues which will help them identify with historical characters, good and bad, from the character’s point-of-view and how their actions/reactions might be triggered from environment, culture, circumstance, and home-life and how “motive” plays an integral part of understanding all characters. In this workshop students learn to create scenes from character motivation (what I want), to obstacles (what’s in my way), to strategy (what to do to succeed). Study/understand character development through environment, culture, beliefs, experience and circumstance. Through character analysis, discuss/discover motive and cause/effect of character reactions/decisions to environment, culture, beliefs, experience and circumstance. Students create theatre using inspiration from reflection of lives and history and discussion following other students’ performances. Students choose a famous, but flawed historical figure and research that character’s contributions (positive/negative) to history. Students then write and perform a monologue with a prop/costume.

Targeted towards:

Teachers in grades 4-12 (as professional development)

Students in grades: 4-12

Teaching Artists

Instructional time: 120-180 minutes

Maximum number of participants: 25

Title: *Ballads-Writing History through Song*

Description: Through writing metrical verse, students search for rhymes and synonyms in dictionaries and thesauruses, how to count syllables, and learn the difference between accented and unaccented syllables. They research events and historical people. Through this research, they change story to ballad song. Teachers are able to use this creative outlet to teach historical facts and biological data. Students brainstorm with teams to pick which particular story to use in ballad writing. The required thinking in ballad writing is creative and imaginative and yet also structured.

Targeted towards:

Teachers in grades: 4-12

Students in grades: 4-12

Teaching Artists

Instructional time: 120-180 minutes

Maximum number of participants: 25

Title: Story: *When Conflict is a Good Thing*

Description: Students study minor conflicts in short literary works, and learn how to develop mini-conflicts which lead up to the main, climatic conflict of a story. As students list minor conflicts in literary works and develop their own, they understand how small conflicts affect the bigger picture and increase drama not only in story, but in day-to-day life, learning empathy due to circumstances, and developing an expanded comprehension of history, and a broader knowledge of the world.

Targeted towards:

Teachers in grades: 4-12

Students in grades: 4-12

Teaching Artists

Instructional time: 120-180 minutes

Maximum number of participants: 25

Title: Story: *When Conflict is a Good Thing*

Description: Students study minor conflicts in short literary works, and learn how to develop mini-conflicts that lead up to the main, climatic conflict of a story. As students list minor conflicts in literary works and develop their own, they understand how small conflicts affect the bigger picture and increase drama not only in story, but in day-to-day life, and therefore learn empathy due to circumstances, and develop an expanded comprehension of history, and a broader knowledge of this big, big world shared with other countries.

Targeted towards: (can be adapted from simple narratives in 4th through 12th grade)

Instructional time: 120-180 minutes

Title: *Journaling*

Description: Writing is therapeutic. It soothes our souls and eases our anguish; allows us to take anger, hurts, disappointments, losses, mistakes, etc., and place it on paper where it can't hurt us or anyone else. These journaling workshops are for all ages. Many patients and students that are told to journal don't because they don't know where to begin. The picture is too big, the shelf much too full and overwhelming, for example. This workshop teaches students to take one thing off the shelf at a time and write about that one thing; much like a "one step at a time," "one day at a time," procedure.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 2-12

Teaching Artists

Instructional time: 60-90 minutes

Maximum number of participants: 25

Title: *Creating Memorable Characters*

Description: Characters are the heart of fiction, the element that draws readers into a story and keeps them in. Character ideals, desires, motives, problems, and emotions become as life-like to readers as stars on the silver screen. This workshop teaches how to create characters readers are not likely to forget. Students take a favorite character, find their characteristics and begin changing them up to create a new character with new goals and motives.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 2-12

Teaching Artists

Instructional time: 60-90 minutes

Maximum number of participants: 25

Title: *Poetry into Songs*

Description: For children, this workshop demonstrates similarities between meter, rhyme, and rhythm in poetry and songs. Fun poems by Jack Prelutsky, Bruce Lansky, Shel Silverstein are put to different genres of music, such as country, folk, rock, blues, etc. This allows children to understand the importance of meter and rhythm in poetry. Songs include: "A Bad Case of the Giggles", "Sorry, Sick, Ickle Me, Pickle Me, Tickle Me, Too", "The Itsy Bitsy Spider", "Twinkle, Twinkle Little Star", and others.

Targeted towards:

Teachers in grades: K-4

Students in grades: K-4

Instructional time: 60 – 90 minutes

Maximum number of participants: 25

Title: *Songwriting*

Description: Developed according to age and experience, this workshop teaches the elements of songwriting, ie: verse, chorus, melody, bridge, tone, mood, and genre/category. Students study lyrics to discover story and history through verse and what role verses, choruses, and bridges play in the development. They also record their original song and take home a CD.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 2-12

Teaching Artists

Instructional time: 90-180 minutes

Maximum number of participants: 25

Title: *Rewriting Lyrics to a Familiar Tune*

Description: Students will experience story through listening (auditory), reciting and singing (oral) familiar nursery rhyme songs. They will stretch their critical thinking skills through answering questions about the difference in reading the poetry and singing the poetry, about the characters and events in the nursery rhyme (character motivation and plot) and about why these events might have happened and why characters reacted the way they did (cause and effect). Counting syllables in each line of the nursery rhyme through clapping or tapping their feet, they increase their knowledge in the meter and rhythm of language. By choosing new characters, events and/or actions in the poems, they increase their DOK in story and by choosing new words to develop new poems, they develop their DOK in language. To the listener, the words to "The Itsy Bitsy Spider" may seem simple and somewhat elementary. Actually they're not. This song covers almost every aspect of story progression, from the protagonist, to the goal, to the problem, to the solution and the resolution. Evidently, two great songwriters, Carly Simon and Chuck Berry, thought the children's song worthy enough to make it a hit song for them. "The Itsy Bitsy Spider" is the perfect song for students to understand the elements of story, how to maintain a beat by keeping the same syllable count, and how to use the verse as an analogy of complex issues in life.

Targeted towards: (can be adapted from 2-12th grades)

Instructional time: 90-120 minutes

Title: *Characters-Driving Forces Inside-Out*

Description: "Character" is who someone has been, who he or she is now, and who he or she will become. Character is every feature and trait that forms an individual's nature. Character covers a multitude of sins, as well as moral and ethical qualities. Without character, there is only an empty shell. You can pen the greatest story ever told, but without vibrant characters, your manuscript will be hollow. In this workshop, students analyze characters in every aspect of their lives. EXTERNAL: influences like home life, life, hometown, school, friends, and enemies. INTERNAL: influences such as morals, spirituality, insecurities, strengths, weaknesses, desires, motives, etc. Students create characters, both protagonists and antagonists, comparing and contrasting their similarities, differences and how they became the protagonist and antagonist. (This works well with From the Villains Point-of-View)

Targeted towards: Teachers in grades: 5-12
Students in grades 5-12
Teaching Artists

Instructional time: 90-120 minutes

Maximum number of participants: 25

Title: *Famous Speeches: Persuasion through Poetic Prose*

Description: Internal rhyme, alliteration, meter, repetition, metaphors, similes, assonance; these are words that can change attitudes, opinions and evoke emotion, bring unity or division. To write persuasively, it not just what you say, but how you say it. This workshop analyzes the poetic prose in a speech and a eulogy and analyzes why using the elements of poetry in narrative accomplishes more than simply offering information.

Targeted towards:

Teachers in grades: 4-12

Students in grades: 4-12

Instructional time: 60 -90 minutes

Maximum number of participants: 25

OTHER SERVICES AVAILABLE:

Putnam also works with libraries, community center, museums, Boys & Girls Clubs, Headstart Programs, recovery groups and detention centers and in private settings.

RESIDENCIES AVAILABLE:

Northwest Middle School - The purpose of this residency was to show students how a children's verse, "The Itsy Bitsy Spider, with its simple words can still create character, conflict, climax and resolution. Using simple language and pictures to introduce students to complex subjects helps them to visualize and comprehend the elements and therefore makes it easier for the student to participate and to create their own simple verse while still addressing complicated issues. Hearing Chuck Berry and Carly Simon's own versions of "The Itsy Bitsy Spider," students realize that simple doesn't have to mean "elementary." By the end of the residency, students will understand story structure, the elements of story (character, goal, problem, conflict, climax and resolution). They will also understand the use of metaphors, similes, personification, alliteration, as well as meter, rhythm. They will also know how to rewrite the lyrics to the music of "Itsy Bitsy Spider" by keeping the same syllable count in each line. Because the verses will be connected to the theme, "perseverance" or "determination," they will learn more about what perseverance/determination through the Itsy Bitsy Spider and how after being washed away, still climbed up that water spout with no fear. They will also connect how the Itsy Bitsy Spider can be a symbol of life struggles that require us to keep trying and not give up.



TERRENCE ROBERTS

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Meridian, MS

Roberts is a jali/griot or storyteller in the West African Tradition of Jaliyaa. As a teaching artist/storyteller in the style of

Jaliyaa, Roberts embraces the teaching power of words and music. Students are fascinated with the culture, stories, and musical instruments of Africa. Roberts' performances, workshops, and residencies are filled with teaching moments not just in West African culture but in science, history, and language arts. Roberts has also trained and worked with classes with special needs students. Terrence Roberts is known as "Da Story Weaver". In the language of the Ba-manakan people of West Africa, the ancient title "Da" was one who connected his people to their past and escorted them into their future Roberts is a master storyteller who draws both children and adults into his web with his animated and interactive style, Roberts is available for teacher workshops and both short and long term residencies.

WORKSHOPS AVAILABLE:

Title: *The "Common Core" of Storytelling in the Classroom*

Description: This workshop demonstrates how to use storytelling in the classroom to meet Common Core State Standards. Teacher will learn how to effectively develop and present lesson plans that meet state standards using an arts integrated experience.

Title: *Stories from the Heart of the Baobab Tree*

Description: This workshop teaches teachers to use the ancient techniques of storytelling to inspire, enlighten, and encourage students to seek out and learn universal values such as trustworthiness, respect, responsibility, fairness, caring and citizenship.

Title: *Storytelling for Parents*

Description: This workshop teaches parents the ABC's of storytelling to their children.

Title: *Express Your Soul*

Description: This workshop teaches educators how to use "Spoken Word" (poetry and storytelling) with students to help them find their creative voices.

Title: *Agoo! Amee! Call and Response*

Description: This short workshop teaches educators

how to use traditional call and response words, phrases and songs to keep students engaged during classroom instruction time.

RESIDENCIES AVAILABLE

Title: *In the Beginning was the Story*

Description: In this residency students will learn the elements of storytelling and use them to tell or retell traditional folktales. The students will also write their own versions of a folktale based on one of the stories learned during the residency.

Title: *Anansi Stories: From Africa to America*

Description: This residency features the many tales of the trickster Anansi the spider. These stories show up in all the places captured Africans were relocated to, including the Caribbean and the Deep South of the United States. These stories feature life lessons many that point out the consequence of bad behavior. Stories include: Anansi and the Snake (told in Jamaican dialect), Why Anansi Has a Little Waist, Anansi and the Turtle, Fling-a-mile, Anansi and the Liars Contest, Anansi and the Candlefly etc.

Title: *Stories from The Heart Of The Baobab Tree*

Description: This residency uses the ancient technique of storytelling to inspire, enlighten and encourage students to seek out and learn universal values such as trustworthiness, respect, responsibility, fairness, caring and citizenship this residency.

Title: *Parables about People*

Description: This residency teaches students how stories can teach life lessons learned through fictional characters. Stories include Three Brothers Who Go Out To Find Death, The Meat of the Tongue, The Gluttonous Rich Man, The Bravest Of All Warriors,

Title: *Stories From Around the World*

Description: This residency features stories that originate from around the world. Stories in this performance come from Africa, India, Europe, Asia, and America.

Workshop Duration: Short 45 minute workshops to full day staff development..

Residency duration: Single 50 minute classroom residencies or multi-day residencies depending on client needs.

Facilitator space: Minimum 15 x 15 feet

Sound: Brings own sound system or use available PA. Preparation time: Set up with sound only: 10 minutes depending on performance.



KAY THOMAS

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Texarkana, TX

Thomas received an MFA in Ceramics from Arizona State University and a BFA degree in Ceramics from Texas A & M – Commerce, Texas. A veteran

teaching artist with over 30 years of experience in visual arts residencies, Thomas has worked with students and teachers grades Pre-K through 12 as well as teaching on the university level. In addition to her residency activities, Thomas is the designer/presenter for a variety of art workshops and institutes throughout the US. These workshops for teachers emphasize the value of the arts in developing new classroom teaching strategies and higher order thinking skills. Her current work for the ArtsSmart Institute for Learning involves creating in-depth visual arts experiences for students in the classroom, professional development for teachers in arts integration, and arts curriculum design for schools.

WORKSHOPS AVAILABLE:

Title: Art and Science

Description: This workshop focuses on how teachers can use visual art in science classes as an alternative assessment tool of science knowledge or to enhance student learning through visual expression. Basic art techniques such as drawing and model making that are traditional to the science class will be covered. These activities use common everyday objects including paper and manila folders to create insects, plants, planets, habitats, and animals. Compare the scientific method to the method an artist uses to create a work of art. Exciting activities suitable for students in grades 2-6. Choose between 2D or 3D activities.

Targeted towards:

Teachers in grades: 2-12

Students in grades: 2-12

Instructional time: 1 hour

Maximum number of participants: 25

Title: Bring Sculpture into Any Classroom

Description: Bring out the builder and sculptor in yourself! Get in touch with your inner 3D artist in this in-depth sculpting experience using paper, recyclables and other common materials certain to engage all students when you use it in the classroom. Learn how to create dioramas, portrait busts, and buildings using

simple paper construction techniques. Discover the multiple ways you can use sculpture throughout your curriculum.

Targeted towards:

Teachers in grades: K-12

Students in grades: K-12

Instructional time: 1 hour (optional three hour professional development for teachers)

Maximum number of participants: 30-40

Title: Drawing Clinic

Description: Get over your fears of drawing once and for all in this exciting workshop that explores a variety of materials and techniques for drawing. Both expressive and realistic drawing methods will be covered. Use drawing in your classroom as a more effective alternative assessment. Learn how to draw animals, portraits, houses, people in action, and interior rooms. You will get all the skills and techniques you need to explain drawing to your students.

Targeted towards:

Teachers in grades: K-12

Students in grades: K-12

Instructional time: 4 hours

Maximum number of participants: 25

Kay's One-Hour Wonders: *Designed to teach a specific visual art skill in one hour or less.*

Titles:

How to Draw a Portrait - *Learn the basics of correct proportions of the human face.*

Painting Animals - Using tempera paint and a variety of brushes students will learn the basics of creating textures and form as they create a portrait of an animal.

Oil Pastel Workshop - *Students will create a variety of art works as they experiment with the many ways you can use oil pastels.*

Paper Sculpture - A workshop that covers the many fun and interesting ways that paper can be used to create 3-dimensional forms such as houses or animals. **Fun With Paper Collage** - Children create a variety of art products using the most unusual materials ever: emphasis on recyclables.

Targeted towards:

Teachers in grades: K-12

Students in grades: K-12

Instructional time: 60 minutes or less.

Maximum number of participants: 25 per class, 4 classes per day

Title: Workshop + 2

Description: This offering begins with a one-hour teacher workshop during their planning time focusing on one "activity" or art skill. Teachers choose from the

ideas above. Next, she goes into two classes and model the activity with children for the teachers.

RESIDENCIES AVAILABLE:

Title: *Fun With Recyclables*

Description: Students will create a 2D or 3D piece of art using recyclable materials

- Collage Portraits K-12
- Sculptures K-12
- Masks K-12
- Recycling Hats K-4

Instructional time: 1 hour per activity

Maximum number of participants: 25 students per class

Title: *Art and Architecture*

Description: Students will design and construct their own structures using paper sculpting techniques, learning architectural terms in the process. This residency is a wonderful connection between math and art and visual art and social studies.

Targeted towards: Grades: 2-12

Instructional time: 2-4 days

Maximum number of participants: 25 students per class

Title: *Help! I can't draw!*

Description: This visual art residency teaches students how to improve their basic drawing abilities so that teachers can use drawings as an alternative assessment of student knowledge.

Choose from:

- Drawing faces
- Drawing figures in action
- Drawing animals
- Drawing houses
- How to draw the inside of a room

Targeted towards: Grades: 1-12

Instructional time: 1-3 days

Maximum number of participants: 25 students / class

Title: *Watercolor workshop*

Description: Students will create their own watercolors and learn all of the basic techniques involved in this medium.

Targeted towards: Grades: 2-12

Instructional time: 1-2 days

Maximum number of participants: 25 students per class

COURSES AVAILABLE:

Title: *ArtsSmart Custom Designed Integrated Art Experience*

Description: Equally effective as professional development for teachers or as a residency, this course begins with individualized curriculum planning between teachers and teaching artist, by grade level or subject area. Thomas will match a visual art objective with objectives teachers are currently covering and create a customized arts integrated lesson for the teachers. After the planning, Thomas will model the integrated lesson for the teachers in the classroom.

Choose from: art and science, art and math, art and social studies, art and writing

Targeted towards: Teachers in grades: K-12

Instructional time: 1 hour – 1 1/2 hour planning, 1-3 days on site

Maximum number of participants: 6-8 teachers during planning; 4 during classroom modeling

OTHER SERVICES AVAILABLE:

Title: *Moving Your School Towards Arts Integration*

Description: Intensive workshops, curricular planning, and classroom modeling individually designed to help the entire schools create or refine a plan for implementing an arts integrated focus on their campus. During strategic planning sessions and workshops with teachers, Visual Artist/Consultant Kay Thomas will focus on presenting the art concepts and skills teachers will need to use art to:

- Assess student learning
- Address multiple learning styles
- Introduce a lesson
- Re-teach concepts
- Insert into the lesson cycle
- Utilize the correct art discipline and medium
- Questioning strategies and the arts

Targeted towards:

Teachers in grades K-12

Administrators : elementary, middle and high school, curriculum coordinators

Arts Specialists

Instructional time: 5 days +

Maximum number of participants: school faculty



MARKUS TRACY

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Henderson, Nevada

Tracy, a visual, community, and teaching artist, has exhibited his studio art as well as completed site-specific projects and com-

munity mural commissions throughout the United States. Over the years, Markus has collaborated with artists/artist teams, architects, urban planners, civic organizations, arts commissions and cultural groups. Markus has also helped to develop visual and performing arts programs for public schools, cultural institutions, nonprofit organizations, juvenile facilities, and performing arts centers. One program in particular, New Directions YouthArts, has been recognized with numerous nominations and honors over the years. Examples of these include: 2007 Nevada Department of Parks and Recreation Program Excellence award; 2007 14th Annual Honor The Elders Las Vegas Indian Center Community Service Award; 2008 and 2009 nomination for the President's Committee of the Arts and Humanities "Coming Up Taller" award; and the 2010 Honorary Award for the President's Committee of the Arts and Humanities National Arts and Humanities Youth Program Award.

Markus holds a Master's Degree in Fine Arts from Otis College of Art and Design and a Bachelor's Degree in Fine Arts from the University of New Mexico. Markus makes Las Vegas, Nevada, his home-base while continuing his career as a practicing studio and community artist.

WORKSHOPS AVAILABLE:

Title: *Community Muralism*

Description: Objective of student workshop is to introduce students to a dialogue and hands-on experiences on the history and message of public/ community and site-specific art as well as show examples of my own art. During the dialogue, students will discover how public/community and site-specific art created a voice for the people in helping to redefine our consciousness on economic and/or social issues, environmental preservation and sustainability, and community/school pride. End result will be that students/teachers will have the understanding and know-how in creating a community mural and/or site-specific project involving everyone's shared ideas and experiences through drawing, painting, found objects, personal photos, and spoken word and community interviews.

TEACHER WORKSHOP:

Description: Teacher workshop will encompass a broad range of curriculum enhancements using arts integration strategies within common core offering ideas & concepts for 6th – 12th grade teachers. These arts integration strategies will cover ways/means of keeping students engaged in the learning experience, offering opportunities for teachers who are interested in collaborative strategies within the common core.

Targeted towards:

- Teachers in grades: 4th-12th
- Arts Specialists: 4th-12th (Arts Discipline: Visual Arts – Community Arts)
- Students in grades: 4th-12th
- Administrators for: N/A
- Teaching Artists/Arts Discipline: Visual Arts – Community Arts
- Other: Members of the community

Instructional time: 1 hour per session 4 sessions total for general student workshop. 1 hour per session 2 sessions total for teacher workshop.

Maximum number of workshop participants: 30

RESIDENCIES AVAILABLE:

Title: *Community Murals and/or site specific projects*

Description: Objective of student workshop is to introduce students to a dialogue and hands-on experiences concerning the history and message of community muralism and site-specific art; to include the teaching artist work. During the classroom dialogue, students will discover how and why community and site-specific art creates a voice and message for and by the people. The function of community arts – defined by the teaching artist – is that it helps to redefine our consciousness concerning economic and/or social issues; environmental preservation and sustainability; and community/school pride. The end result will be to create a community mural and/or site-specific project that involves everyone's shared ideas and experiences through drawing, painting, personal photos, spoken word, and the use of found objects.

Targeted towards:

- Teachers in grades: N/A
- Arts Specialists: N/A (Arts Discipline: Visual Arts – Community Arts)
- Students in grades: 4th-12th
- Administrators for: N/A
- Teaching Artists/Arts Discipline: Visual Arts – Community Arts
- Other: Members of the community

Instructional time: 1 hour per session, 4 sessions per week (either after-school or during school.)

Maximum number of workshop participants: 90 total



KIM WHITT

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Hattiesburg, Mississippi

Whitt, a fiber artist and painter, holds a B.A. in Cultural Anthropology and Dance from the University of Southern Mississippi with graduate studies in Process Pedagogy, and is certified to teach K-12 in visual and performing arts. She taught creative movement, visual art and drama for 10 years in the Laurel School District, is a past Fellow member of the Mississippi Craftsman's Guild as an accomplished textile artist, and has taught weaving to all ages, beginner to advanced. Whitt served as the Arts Education Director for the Mississippi Arts Commission for eight years where she administered grants and provided technical assistance to schools, individual artists, teaching artists and organizations throughout the state. She oversaw the Teaching Artist Roster and the Visual Artists and Craftsmen programming for MAC in addition to developing arts education programming and initiatives. Currently, Kim is a self-employed artist, teaching artist and arts integration consultant. She and her husband John, a stained glass artist of over 30 years, have Sweetwater Studios, Inc. in Moselle, Mississippi. www.sweetwaterglasstudio.com.

WORKSHOPS AVAILABLE

Title: *Arts Integration 101*

Description: This hands-on professional development workshop will introduce the four main arts disciplines' elements and give examples of application in the classroom. A foundation for further work in the arts integrated approach to teaching, the workshop gives an overview of teaching in, through and about the arts.

Targeted towards:

Teachers in grades: pre K-12

Administrators for: all levels of curriculum and instruction

Arts Specialist: Visual, Music, Dance, and Theater

Teaching Artists: Visual, Music, Dance and Theater

Instructional time: minimum 60 minutes

Maximum number of workshop participants: 40

Title: *The Arts as an Approach to Learning*

Description: This workshop takes a deeper look into arts integrated instruction specifically targeting strategies that pre K-6th grade teachers can easily adapt to their learning environment. This hands-on professional

development workshop will demonstrate how to add some sparkle in your classroom while facilitating deeper, more meaningful learning. Workshop can be designed to meet specific needs.

Targeted towards:

Teachers in grades: pre K-12

Administrators for: all levels of curriculum and instruction

Arts Specialist: Visual, Music, Dance, and Theater

Teaching Artists: Visual, Music, Dance and Theater

Instructional time: minimum 60 minutes

Maximum number of workshop participants: 40

Title: *Visual Arts as a Teaching Tool*

Description: This hands-on professional development workshop is designed to introduce educators to the skills and processes used in visual arts. Observation skills, composition and design, production skills and history and culture are connected to Science, Math, Social Studies and Language Arts through practical, ready to use strategies. This workshop can accompany a 30-minute lesson in any 1st - 8th grade classroom modeling strategies that are presented.

Targeted towards:

Teachers in grades: pre K-12

Students in grades: 1 - 8

Administrators for: all levels of curriculum and instruction

Arts Specialist: Visual

Teaching Artists: Visual

Instructional time: minimum 60 minutes (flexible)

Maximum number of workshop participants: 40

Title: *The Math of Artwork*

Description: We begin with close observation of works of art to determine format and layout. Artistic style, the Golden Mean, and the artist's use of line and shape all compile the secret formula for success in overall composition. But it is the geometry that comes to life in this lesson, shedding visual light to abstract terms. This is a fun and active lesson ending with students creating their own work of art using geometric terms as tools.

Targeted towards:

Teachers in grades: 4-6

Students in grades: 4-6

Arts Specialists: Visual

Teaching Artists: Visual

Instructional time: minimum 60 minutes (flexible)

Maximum number of workshop participants: 30

RESIDENCIES AVAILABLE:

Title: *Drawing To Know*

Description: The creative process informs the

scientific process and deepens the writing process. In this extended residency artist, arts educator and teaching artist, Kim Whitt, takes your class through a step-by-step strategy of deep observation, examination, illustration and description where students construct and demonstrate understanding of the properties of the plant and animal world. Students and teachers will develop their observation skills while drawing a still life from actual specimens. A final presentation of the drawings and writings will be displayed. This residency can include a professional development in arts integration with extended time allotted.

Targeted towards:

Teachers in grades: 4 - 8

Students in grades: 4 - 8

Arts Specialist: Visual

Teaching Artists: Visual

Instructional time: minimum 50 minutes per class (flexible)

Maximum number of workshop participants: 30

Title: *The Mandala Project: Using Words, Symbols and Art to Know Myself*

Description: This residency is designed to help students creatively articulate and communicate their understanding of themselves and the value of character. We begin with the Caldecott Book, Mufaro's Beautiful Daughters: An African Folktale to understand that true beauty is revealed through our actions. Using historic cultural symbolism, colored pencil technique, and a mathematical approach to radial design students begin to build their personal mandala as a symbolic representation of who they are and hope to be. Throughout the process, students journal their thoughts and explain their approach. A final presentation of the mandalas and their accompanying edited story will be displayed and presented by the students.

Targeted towards:

Teachers in grades: 4 - 8

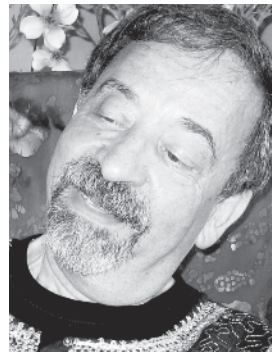
Students in grades: 4 - 8

Arts Specialist: Visual

Teaching Artists: Visual

Instructional time: minimum 50 minutes per class (flexible)

Maximum number of workshop participants: 30



PETER ZAPLETAL

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Jackson, MS

Artistic Director for Puppet Arts Theatre, Zapletal graduated with a Master's Degree in Puppetry from the Academy of the Performing Arts in Prague. In 1970 he appeared at the National Festival of PofA and soon afterwards he moved to Jackson, Mississippi, where he joined the local PBS station as a puppeteer in residence. During the next 32 years he created many instructional and special programs with and without puppets. His instructional programs were seen in classrooms across the United States. Zapletal garnered more than 50 national awards, among them five Emmy Awards for Ticktock Minutes, Silver Circle Award from the National Academy of Television Arts and Sciences for the 25 years of excellence in television puppetry, The Puppeteers of America Award for high standards and continued excellence in puppetry and Trustees Award for service to PofA. He is recipient of three Artist Fellowship Awards from the Mississippi Arts Commission. In addition to his television work, he also produced many shows that Puppet Arts Theatre tours throughout the Southeast offering magical and exciting theatrical experiences. Puppet Arts Theatre is part of the Mississippi Arts Commission Artist Roster.

WORKSHOPS AVAILABLE:

Title: *Puppetry for Classroom*

Description: In this Professional Development Workshop teachers will be introduced to a variety of puppets they can make for use in their classroom activities by themselves and also learn to make simple puppets their students can create under their supervision. Please feel free to request the lesson plan.

Targeted towards:

Teachers in grades: K - 6

Arts Specialists and Theatre/Drama Teachers

Instructional time: 2 to 4 hours

Maximum number of participants: 4 (2 hours) 10 (4 hours)

RESIDENCIES AVAILABLE:

Title: *Shadow Puppetry - Aesop's Fables*

Description: Depending on the number of days/hours available, this workshop introduces students to shadow puppetry using an overhead projector. The residency starts with grade 4, where we provide the puppets and students perform the show, to higher grades, 6th and up, where students can design and make their own puppets needed for the show. The school will keep the puppets, so the performance can be repeated later for the parents, students in lower grades and taken for performances in the community.

Targeted towards:

Teachers in grades: 4-9

Students in grades: 4-9

Instructional time: 2-4 days

Maximum number of participants: 20 - 25 students if they can be divided into smaller groups and given two class periods per day for two or three days.

2015-2016 Teaching Artist Roster Notes